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ABSTRACT

The results of a survey of the alumni of the class of 1981 of Arizona's three public universities are presented as part of the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. A letter and survey form were sent to all alumni in this class, and the response rate was good to excellent. Findings include the following: a majority of class members are living in Arizona; female and minority graduates tend to be concentrated in education and business; majority alumni earn more than minority alumni, and males earn more than females; respondents from Arizona universities are about average in their perceptions of what the universities contributed to their personal growth; and minority students who persist to graduation consider that the universities have contributed more to their personal growth in many areas than do white alumni. It is recommended that the universities survey alumni periodically to determine if the current emphasis on quality undergraduate education is changing the perceptions alumni hold about the institutions. Appended are a copy of the alumni survey, a letter to the alumni asking for help in this project, and a memo to the alumni reminding them to send in their survey forms. (SM)

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A SURVEY OF ALUMNI, CLASS OF 1981, ARIZONA'S UNIVERSITIES OUTCOMES AND OPINIONS

KATHLEEN CHURCH

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ALUMNI SURVEY

METHODS AND MATERIALS

Lists of names and addresses of alumni, baccalaureate class of 1981, were supplied by the alumni associations of the three universities. A random sampling technique was used to select those to be surveyed with the exception that alumni with addresses that placed them outside of the country were not included in the sample.

The survey instrument (see appendix 1) was purchased from the American College Testing Company. Initially, the instrument, along with a cover letter (appendix 2) and a prepaid return envelope were mailed to each individual alumnus included in the sample. The initial mailing was followed by a post-card reminder (appendix 3) mailed to non-respondents after a three week period. Finally, a second survey instrument and 2nd reminder were mailed to all of those who had not responded after an additional three weeks has passed. The response rate is shown in Table 1.

Table 1
Response to Alumni Survey

	Sample Size	Returned as Undeliverable	Number of Responses	Percent Response (%)
NAU	800	52	364	49
ASU	1000	71	403	43
UA	1000	63	350	37

The response rate was considered to be good to excellent by the professionals at the American College Testing Service in comparison to other alumni surveys that had been conducted by them under contract to other universities. Tables 2, 3 and 4 compare the characteristics of those who responded to the survey to the population from which the sample was drawn, the class of 1981. Inspection of tables 2, 3, and 4 reveals that for the most part, the samples reflect the populations.

There are several limitations that must be considered when reviewing the results the survey before drawing conclusions. Firstly, individuals who respond to surveys may hold different opinions from those who do not respond. It would be very worth while to obtain the opinions of the non-respondents. While this is

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Table 2

A Comparison of the Sample to the General Characteristics of Arizona State University, Class of 1981

	Population*	Sample
Males	51.0	49.5
Females	49.0	50.5
Black	1.4	1.0
Native American	.4	1.2
Asian	2.5	.7
Hispanic	3.3	4.0
White/Other	92.8	93.1
Agriculture**	1.8	1.0
Architecture	2.3	1.7
Business	28.5	28.8
Communications	5.7	6.0
Education	13.4	17.4
Engineering/Computer Science	10.8	13.3
Fine/Applied Arts	5.3	3.7
Home Economics	2.7	1.7
Community Service	4.8	5.0
Liberal Arts and Sciences	19.2	16.2
Health Professionals	4.8	5.0

*Drawn from 1981 HEGIS Report
**Fact Book, Degrees Granted

Table 3

A Comparison of the Sample to the General Characteristics of University of Arizona, Class of 1981

	Population	Sample
Males	*	52.3
Females	*	47.7
Black	1.4**	1.1
Native American	0.8	0.6
Asian	0.9	2.0
Hispanic	4.6	8.9
White/Other	92.3	87.4
Agriculture***	7.0	5.1
Architecture	2.4	2.3
Business	20.1	17.7
Communications	3.1	3.7
Education	12.3	14.0
Engineering	11.4	11.1
Fine Arts	4.9	4.0
Home Economics	5.1	3.4
Health Professions	5.2	6.0
Liberal Arts and Sciences/Other	28.4	32.7

*Information not located
**1982-83 information, 1980-81 not located
***UA Fact Book, Degrees Granted, 1981

Table 4

A Comparison of the Sample to the General Characteristics of Northern Arizona University Class of 1981

	Population	Sample
Males	*	46.8
Females	*	53.2
Black	1.3**	0.0
Native American	4.2	7.1
Asian	5.2	3.6
Hispanic	1.3	0.8
White/Other	87.9	88.5
Agriculture***	3.4	4.4
Business	15.3	13.8
Communication	5.2	6.2
Education	20.1	18.0
Engineering/Computer Science	5.1	8.1
Fine/Applied Arts	5.3	3.7
Home Economics	2.3	0.3
Community Service	10.3	7.6
Health Professionals	8.2	6.7
Liberal Arts and Science/Other	24.8	21.2

*Information not located
**1982-83 Data, 1980-81 data not located
***NAU Fact Book, Degrees Granted, 1981

possible with conventional survey techniques, it is an expensive proposition, both in time and money, and could not be undertaken within the time frame and budget for this study. Secondly, the survey included only those who graduated with a bachelors degree. Individuals who had "dropped out or stopped out" may have very different opinions from those who persevered. A university that is serious about using information supplied by alumni to improve its programs, should consider obtaining opinions from those who exit the system as well as those who persist to graduation.

An additional factor should be considered before drawing any conclusions. For comparison, data from other colleges and universities supplied by the American College Testing Service were used. The data was from 41,818 alumni records obtained from 101 colleges and universities that administered the ACT alumni survey.

Various subgroups of the data base were also available. The colleges represented in the comparative data include both large and small, public and private institutions from 37 states. Several qualifications for the "normative" data are presented by the testing service:

"The data are not based on a random or preselected sample of alumni or colleges. While a wide variety of colleges are represented in the report, ACT did not attempt to alter the sample to provide a nationally representative report. The survey instruments were administered in different ways, to different groups of alumni from the various institutions represented in the report....The effects of these varying administration modes and response rates on the normative data are unknown"

Despite the caveats, the alumni who chose to respond to the survey represent an important group who are

interested enough in their alma mater to have responded and in many cases, offered constructive criticisms. Their voices should heard, their opinions valued and their suggestions taken into consideration in the ongoing process to improve undergraduate education.

WHERE ARE THEY NOW AND WHAT ARE THEY DOING?

The majority of the class of 1981 are living in Arizona although a surprisingly high number have left the state (Table 5).

Table 5

Alumni Living Inside or Outside of Arizona

	ASU		NAU		UA	
	in* (%)	out** (%)	in (%)	out (%)	in (%)	out (%)
TOTAL	58.3	41.4	60.4	38.5	54.9	44.9
MALES	49.3	50.2	52.6	47.4	47.9	51.9
FEMALES	67.3	32.7	68.6	31.4	62.7	37.3
MAJORITY	58.2	41.5	57.6	42.4	51.2	48.5
MINORITY	60.7	39.3	88.1	11.9	70.5	29.5
RESIDENT	70.7	29.3	66.6	33.4	60.7	39.0
NONRESIDENT	23.5	76.5	17.9	82.1	25.0	75.0

*CURRENTLY LIVING IN ARIZONA
** CURRENT LIVING OUT OF ARIZONA

The data clearly suggests that for all three universities, respondents that were most likely to stay in Arizona were females, minorities and residents of Arizona. Conversely, respondents whose residency status was "out of state" while attending the university tended not to stay in Arizona after completing a degree. The latter observation, if proven to be general, may have implications when creating policy concerning non-resident students. In addition, respondents who attended NAU are most likely, while those who attended UA are least likely, to live in Arizona after completing a baccalaureate degree.

Table 6

Employment Status of Respondent Alumni

	ASU (%)	NAU (%)	UA (%)	NATIONAL (%)
Employed full time	69.7	68.4	70.6	67.0
Self Employed	7.2	6.6	7.1	4.9
Employed part time	4.0	4.9	3.4	5.9
Attending College	2.0	3.0	3.4	2.7
Working and attending college	6.7	8.2	4.3	6.7
Armed Forces	0.7	1.4	2.0	0.7
Home and Family	5.0	4.4	5.4	8.0
Unemployed	1.0	0.8	1.4	1.4
Other	1.2	0.5	0.6	1.0
Blank	2.5	1.6	1.7	1.7

Respondents were ask "Which of the following best describes what you are currently doing? Table 6 summarizes the response to that Question by alumni from all three institutions.

Note that the respondents from the three institutions are remarkably similar to each other but perhaps less similar to respondents from other universities. More Arizona alumni are self employed, fewer are employed part-time, and fewer are involved full time with home and family. However, there are some interesting and significant differences in the career paths among the graduates of the three universities (Table 7).

Table 7

Current Occupations of Class of 1981 Respondent Alumni

Career	ASU (%)	NAU (%)	UA (%)
Business/ Commerce	36.5	18.4	22.9
Science/ Engineering	12.9	12.3	18.8
Education	12.4	21.7	9.1
Health Professions	4.5	8.2	9.4
Social Sciences	5.0	4.9	7.1
Trade/Industrial and Technical	4.0	3.0	1.1
Community Service	3.2	11.5	5.7
Communications/ Other	2.7	2.2	1.1
No Response	12.9	11.0	12.0

NAU Respondents were the most likely to have careers in education and community service while ASU respondents were most likely to be in Business. UA respondents were more likely to have careers in Science and Engineering than ASU or NAU respondents. It will be interesting to learn if the recent emphasis on engineering excellence at ASU has altered the career pattern of graduates from that institution.

Perhaps a more interesting observation is the employment pattern of the various subgroups of respondents from Arizona public universities (Table 8). Females and minorities tend to be concentrated in education and business, although for minorities, to a lesser extent in business than in education. Males on the other hand, as might be expected, are concentrated in business and in science and engineering. Individuals trained in business and in science/engineering are more likely to leave the state while teachers are more likely to stay in Arizona.

Table 8

Employment Pattern of Respondent Alumni

	Males	Females	Minority	Living in State	Living out of state
Business/ Commerce	30.2	22.7	18.4	23.8	30.2
Science/ Engineering	23.1	6.1	6.1	11.3	19.4
Education	8.9	21.3	34.2	20.2	7.9
Health Professions	4.9	10.2	6.1	8.2	5.8
Social Science	4.7	6.7	6.1	5.7	5.6
Trade/Indust. and Tech.	4.1	1.5	2.6	1.9	4.1
Community Service	7.5	5.8	9.6	7.3	5.8
Communications	1.3	2.9	3.5	1.7	2.6
Other/ No Response	7.7	16.0	7.0	12.7	10.8

Students who graduated from UA in 1981 were more likely to have received an advanced degree than alumni of the other institutions (Table 9). Roughly half of the advanced degrees obtained by NAU graduates were in education while alumni of UA and ASU were more likely to pursue graduate studies in other areas (Table 9).

Table 9

Highest Degree Obtained by Alumni

	ASU	NAU	UA	National
Bachelor's	78.4	67.9	60.6	65.7
Master's	14.4	24.7	26.0	24.3
Education	4.0	12.1	6.0	-*
Other	10.0	12.1	20.0	-
Doctorate	3.5	2.7	4.6	2.6
Education	0.1	1.4	0.1	-
Other	3.4	1.3	4.5	-
Other	0.2	1.4	0.6	0.5

*Information not available

Interestingly, a greater proportion of minorities who responded had received master's degrees than responding white alumni although a lesser proportion had received doctor's or professional degrees (Table 10).

Table 10

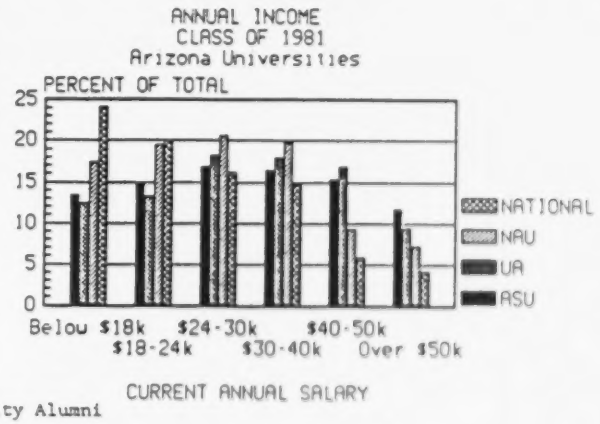
Highest Degree Obtained by Majority and Minority Alumni

	Minority	Majority
	(%)	(%)
Bachelor's	66.7	70.7
Master's	26.3	20.9
Doctorate	2.3	3.3
Professional	3.5	4.1

THE EARNING POWER OF ALUMNI OF ARIZONA UNIVERSITIES

The information we received about the income of the alumni should be viewed with caution. Self reported income may well be inflated to a certain degree and many respondents declined to supply information. Nevertheless, inspection of Figure 1 indicates that the 1981 graduates from Arizona's universities have on average, greater earning power than the comparative group which is comprised of individuals having completed their degrees from 5 to 9 years ago (Fig. 1). However, the observation should be viewed with caution since the national group is comprised of individuals from large and small, public and private institutions, and from many states. In a very real sense, the group is not comparable to any of the three Arizona universities.

Figure 1.



Among Arizona the universities, ASU and UA alumni are represented most frequently among those with incomes over $40,000 while graduates of NAU are represented most frequently among the middle incomes and lower incomes (Figure 1).

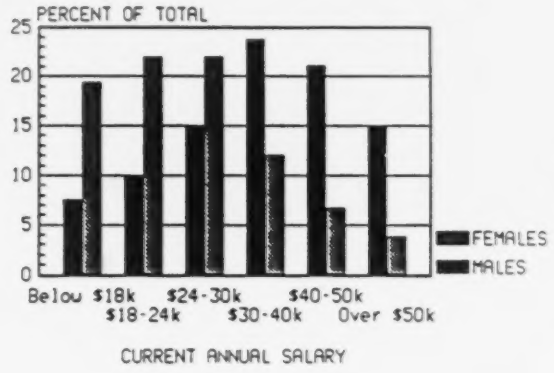
Other general observations include: 1) Males, on average, earn more than females. 2) Majority alumni earn more than minority alumni, and 3) Alumni who live out of state enjoy higher salaries than those who live in state (Figure 2). The latter observation is not surprising when it is considered that a disproportionate percentage of individuals whom we export are in business or have careers in science and engineering. Females and minorities are more likely to remain in Arizona than are white males. Both groups are more likely to be educators, a profession that unfortunately is known for its lower salaries compared to the majority of occupations preferred by white males.

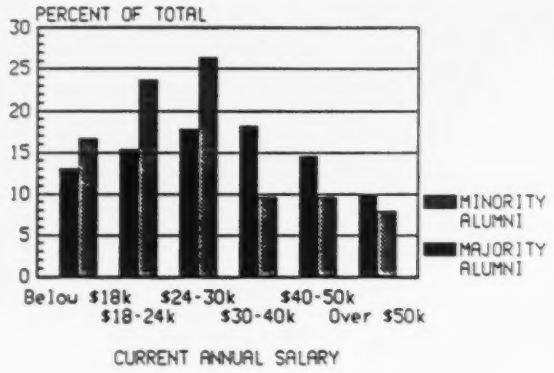
Three-fourths of the alumni from NAU and UA felt that their respective universities adequately prepared them for post-graduation employment while the comparable figure for ASU was 69%. Despite their overall higher salaries, ASU alumni were more inclined to feel underemployed. Of the three institutions, NAU's alumni were most satisfied with the challenges of their jobs.

THE QUALITY OF UNDERGRADUATE EDUCATION AS PERCEIVED BY ALUMNI

Although alumni who responded from Northern Arizona University had significantly less earning power than alumni of the larger institutions, they

ANNUAL INCOME, CLASS OF 1981
Arizona's Universities





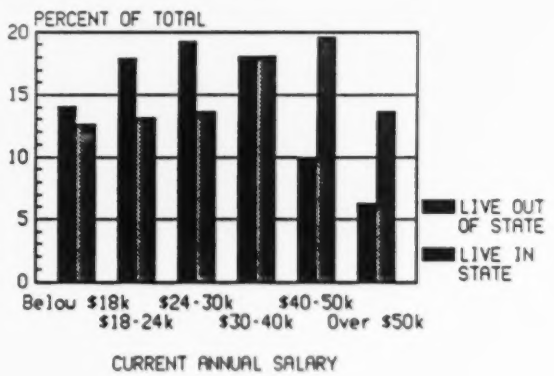
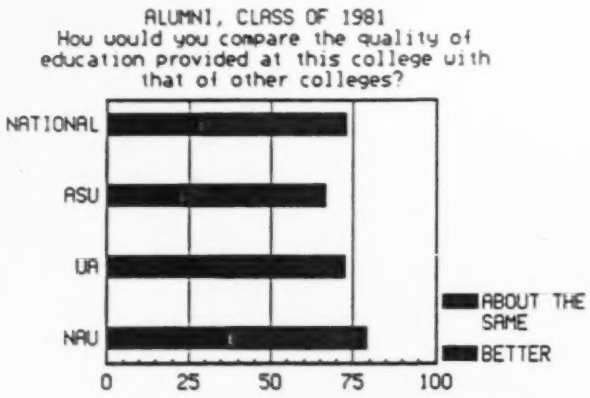


Figure 2

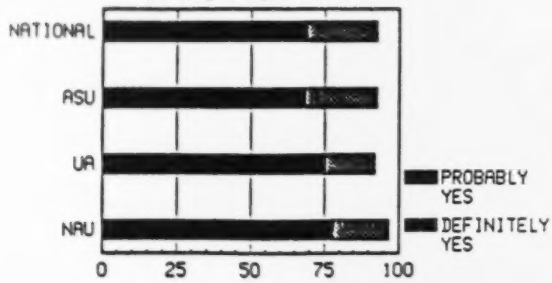
were more impressed with the quality of their undergraduate education than graduates of the other institutions. The overall response from all three institutions was more positive than negative, but NAU alumni were the most positive while those from ASU were the least positive. Those surveyed were ask to respond to the question "How would you compare the quality provided at this college with that of other colleges? (Figure 3). Possible answers included better, about the same, uncertain and worse.

Figure 3.



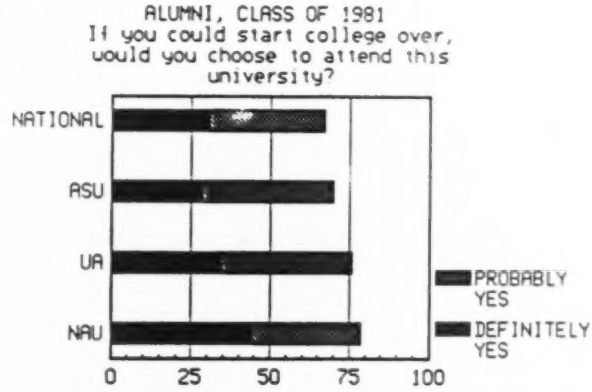
Respondent males who graduate from Arizona's universities were in general, more positive than females and with one exception (UA) majority respondents were more positive than minority respondents. When asked the question "Regardless of the financial benefits, has your college education improved the quality of your life?", the answer was a resounding yes (Figure 4).

Figure 4. ALUMNI, CLASS OF 1981
Regardless of the financial benefits, has your college education improved the quality of your life?



Finally, when ask the question "If you could start college over, would you choose to attend the same university?", NAU respondents were again the most positive, followed in order by UA and ASU (Figure 5).

Figure 5.



The remainder of the respondents answered uncertain, probably no or definitely no.

VALUE ADDED TO PERSONAL GROWTH

A series of 24 questions were posed to alumni that were designed to determine perceptions about the universities' contribution to personal growth. The question posed---"How much did your education at this college contribute to your personal growth in the following area?"---was followed by a list of 24 items (see appendix 1). Alumni were ask to respond to each of the items with 1. very little 2. somewhat or 3. very much. Each question as posed is attempting to determine the "value-added" by university experience to specific areas of personal growth. For example, a student who writes well before entering the university and exits the university still writing well may consider that the university contributed very little to his/her writing ability. On the other hand a student who entered with less than adequate writing skills and leaves with adequate writing

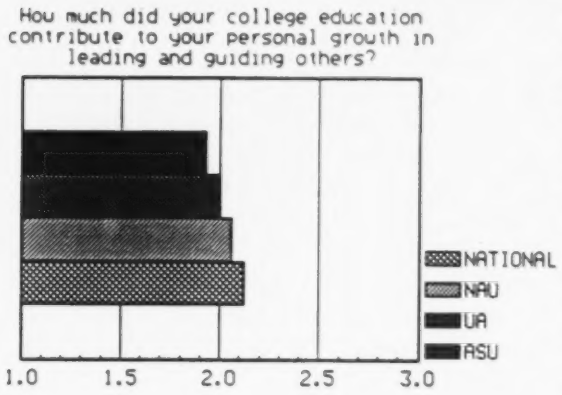
skills may consider that the "value added" by the university to be very much. Because of the nature of the question, it is quite possible that a highly selective institution with a homogeneous student body would receive less favorable responses than a community college whose students are starting from a considerably lower level and thus have "more room for improvement". Such questions and their responses are subject to multiple interpretations and the interpretations should be viewed cautiously.

The results of our alumni survey could be interpreted to suggest that respondents from Arizona universities are about average in their perceptions of what the universities contributed to their personal growth when compared to 8,500 alumni from other institutions with enrollments over 10,000. While the vast majority of the alumni recognized contributions by the three universities, NAU students, in general, gave more credit to their alma mater than did their counterparts from UA and ASU. Alumni from ASU were, in general, least favorable. Figure 6 illustrates the responses to some of the more important questions.

A very important question where the response of the alumni from Arizonas' universities seemed more negative than their counterparts from other institutions was that concerning the contribution of the universities to lead and guide others (Figure 7). This observation may be significant in view of the fact that our interviews with employers of graduates also suggested that leadership abilities were often substandard in the graduates. These two observations perhaps suggest that more opportunities for developing leadership in our students should be made available.

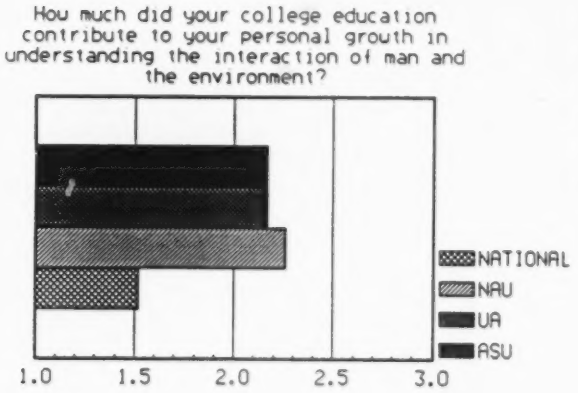
FIGURE 6

Figure 7.



On the other hand, alumni from Arizona's universities were much more positive than the national group in crediting the universities for developing their understanding of the interactions of man and the environment (Figure 8).

Figure 8.

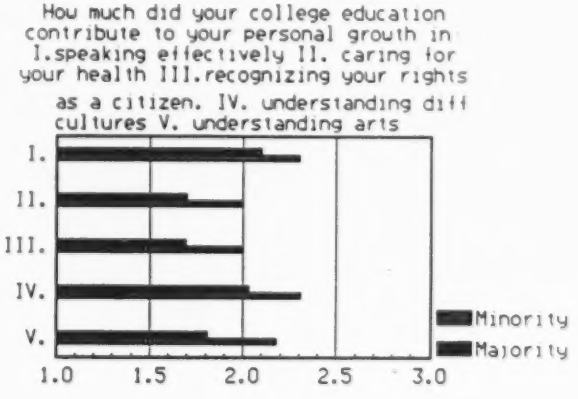


It cannot be emphasized too strongly that it would have been more informative if we had truly comparative information for each of the three universities. For example, it may be that ASU would have fared better if compared to urban institutions, with large enrollments, and a majority of commuter students. UA would have been better compared to other major Research I universities with substantial residential and commuter populations, and NAU to medium sized, residential, comprehensive universities. Nevertheless, the data do provide a substantial bench-mark from which the universities can measure progress in years to come.

VALUE ADDED TO MINORITY STUDENTS

The evidence is overwhelming that minority students are underrepresented among recipients of degrees from Arizona's universities and as stated before, minorities in general are less positive about the quality of education they are receiving. Nevertheless, information from the alumni survey indicate that those minority students who do persist to graduation consider that the universities have contributed more to their personal growth in many areas than do white (majority) alumni. On 22 of the 24 items, this proved to be the case. Some of the more extreme examples are shown in Figure 9.

Figure 9.



OBSERVATIONS AND DISCUSSION

Many of the respondents wrote comments to the Task Force. While the majority were positive, a few were negative and most offered constructive criticisms. A theme running through the comments from alumni from all three universities was the suggestion that there is a need for more career counseling, instruction that is more applicable to the working world and more opportunities for "coop" experiences. UA respondents were more likely to perceive that the faculty were disinterested in or incapable of teaching undergraduates. ASU respondents were most often concerned about the size, red tape and unhelpful atmosphere of the university and NAU alumni more often expressed dissatisfaction with career advising. On the other hand, NAU respondents applauded the excellence of the faculty and the individual attention that they received. One ASU alumnus stated "ASU taught me to go after what I wanted on my own for myself. This was because of the enormous size of the school". A UA alumnus said "Excellent school! I learned an incredible amount that formed a solid foundation for me to continue my learning process! I would not change anything. Has one of the best libraries and faculty that I have had the chance to experience".

An impression is gained from the alumni survey that an alumni's perception of the quality of the education provided is inversely related to the size of the institution, at least in Arizona. It may well be that the time has come to cap enrollments at Arizona's universities in order to preserve and enhance the quality of undergraduate education.

CONCLUSIONS

1. Respondents to the alumni survey perceive that the quality of undergraduate education in Arizona's universities is neither better nor worse than that perceived by alumni from a wide variety of colleges and universities throughout the United States.

2. NAU respondents were more favorable about the quality of their undergraduate education than were respondents from UA or ASU. ASU respondents were the least favorable.

3. ASU and UA respondents were more highly represented among higher income groups than were NAU respondents. Male alumni command higher salaries than female alumni, majority higher than minority alumni, and alumni living out-of-state higher than alumni living in-state.

4. Minority respondent alumni consider that the universities have contributed more to their personal growth than majority alumni, but are less favorable about the quality of undergraduate education

5. A high proportion of alumni reside in a state other than Arizona. Female, minority, and "resident" respondents were more likely to remain in Arizona than were male, majority and "nonresident" respondents. Individuals with degrees in business or science/engineering were more likely to leave the state. Individuals with degrees in education were more likely to remain in state.

RECOMMENDATION

- The universities should periodically survey alumni including those who fail to complete a degree to determine if the current emphasis on quality undergraduate education is changing the perception alumni hold about the institutions.

APPENDIX 1

ALUMNI SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Do not mark more than ONE response per item unless you are instructed to do so.

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A SOCIAL SECURITY NUMBER (Identification Number)

– –

B AGE

- 20 or under
- 21 or 22
- 23 or 24
- 25 or 26
- 27 to 29
- 30 to 39
- 40 to 61
- 62 or over

C RACIAL/ETHNIC GROUP

- Afro-American/Black
- American Indian or Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Oriental, or Pacific Islander
- Puerto Rican, Cuban, or Other Hispanic Origin
- Other
- Prefer Not to Respond

D HOW MANY YEARS HAS IT BEEN SINCE YOU GRADUATED FROM THIS COLLEGE? (To the Nearest Year)

- Less Than 1 Year
- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 to 9 Years
- 10 or More Years

E INDICATE THE HIGHEST DEGREE YOU NOW HOLD

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctor's Degree
- Professional Degree
- Other

F INDICATE YOUR MAJOR AT THIS COLLEGE

Using the List of College Majors and Occupational Choices included with this questionnaire, find the 3-digit code for your college major, write it in the boxes above, and then blacken the appropriate oval in the column below each box.

G SEX

- Male
- Female

H WHAT WAS YOUR PRIMARY ENROLLMENT STATUS AT THIS COLLEGE?

- Full-Time Student
- Part-Time Student

I WERE YOU MARRIED AT THE TIME YOU ATTENDED THIS COLLEGE?

- Yes
- No

J WHAT WAS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?

- In-State Student
- Out-of-State Student
- International Student (Not U.S. Citizen)

K HOW MANY YEARS DID YOU ATTEND THIS COLLEGE (To the Nearest Year)

- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 or More Years

L WHERE DO YOU CURRENTLY LIVE?

- In the State in Which This College Is Located
- In Another State or Country

M DO YOU PLAN TO ATTEND THIS COLLEGE IN THE FUTURE?

- Yes
- Undecided
- No

SECTION II—CONTINUING EDUCATION

Complete this section **only** if you have continued your formal education since graduating from this college. If you have not, skip to Section III.

A WHAT IS THE MAJOR REASON YOU CONTINUED YOUR EDUCATION? (Mark Only ONE Oval)

- To Satisfy Job Career Requirements
- To Learn a New Occupation
- To Increase Earning Power
- To Obtain or Maintain a License or Certification
- For General Self-Improvement
- Other

B MAJOR AREA OF STUDY SINCE GRADUATING FROM THIS COLLEGE

Use the List of College Majors and Occupational Choices to indicate your most recent area of study

C HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR CONTINUING EDUCATION?

- Exceptionally Well
- More Than Adequately
- Adequately
- Less Than Adequately
- Very Poorly

D WHAT IS THE HIGHEST DEGREE YOU PLAN TO OBTAIN?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctor's Degree
- Professional Degree
- Other
- I Do Not Plan to Obtain Another Degree

E HOW MANY CREDIT HOURS HAVE YOU EARNED SINCE GRADUATING FROM THIS COLLEGE?

- 10 or Fewer
- 11 to 20
- 21 to 30
- 31 to 40
- 41 to 50
- 51 to 60
- Over 60
- I Am Not Taking Courses for Credit

F WHAT HAS BEEN YOUR PRIMARY ENROLLMENT STATUS DURING YOUR CONTINUING EDUCATION?

- Full-Time Student
- Part-Time Student

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SECTION III—COLLEGE EXPERIENCES

Please complete each of the following questions related to your education at this college

A **INDICATE YOUR RATING OF THIS COLLEGE AT THE TIME YOU APPLIED FOR ADMISSION**

- O It Was My First Choice
- O It Was My Second Choice
- O It Was My Third Choice
- O It Was My Fourth Choice or Lower

B **IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?**

- O Definitely Yes
- O Probably Yes
- O Uncertain
- O Probably No
- O Definitely No

C **IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO GRADUATE WITH THE SAME MAJOR?**

- O Definitely Yes
- O Probably Yes
- O Uncertain
- O Probably No
- O Definitely No

D **HOW WOULD YOU COMPARE THE QUALITY OF EDUCATION PROVIDED AT THIS COLLEGE WITH THAT OF OTHER COLLEGES?**

- O Better
- O About the Same
- O Worse
- O Unable to Judge

E **REGARDLESS OF THE FINANCIAL BENEFITS, HAS YOUR COLLEGE EDUCATION IMPROVED THE QUALITY OF YOUR LIFE?**

- O Definitely Yes
- O Probably Yes
- O Uncertain
- O Probably No
- O Definitely No

F **WHAT WAS YOUR PRIMARY REASON FOR ATTENDING THIS COLLEGE? (Blacken Only ONE Oval)**

- O Cost
- O Admissions Standards
- O Size
- O Social Atmosphere
- O Location
- O Type of Programs Available
- O Academic Reputation
- O Availability of Scholarship or Financial Aid
- O Advice of Parents or Relatives
- O Advice of High School Personnel
- O To Be with Friends
- O Other

G **INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR COLLEGE EDUCATION**

MAJOR SOURCE	MINOR SOURCE	NOT A SOURCE	
O	O	O	Parents or Relatives
O	O	O	Personal Savings
O	O	O	Summer Employment
O	O	O	Employment at College
O	O	O	Spouse
O	O	O	VA Benefits
O	O	O	Social Security Benefits
O	O	O	Student Loans (NDSL, etc.)
O	O	O	Scholarships
O	O	O	Educational Grants (BEOG, SEOG, etc.)

H **RATE EACH OF THE FOLLOWING ALUMNI ASSOCIATION PROGRAMS AND SERVICES AT THIS COLLEGE**

VERY GOOD	FAIR	POOR	NO OPINION	DOES NOT APPLY	
O	O	O	O	O	Publications
O	O	O	O	O	Homecoming Activities
O	O	O	O	O	Fund Raising Programs
O	O	O	O	O	Chapter Meetings
O	O	O	O	O	Tour Programs

I **HOW MUCH DID YOUR EDUCATION AT THIS COLLEGE CONTRIBUTE TO YOUR PERSONAL GROWTH IN EACH OF THE FOLLOWING AREAS?**

VERY MUCH	SOMEWHAT	VERY LITTLE	
O	O	O	1 Writing effectively
O	O	O	2 Speaking effectively
O	O	O	3 Understanding written information
O	O	O	4 Working independently
O	O	O	5 Managing personal/family finances
O	O	O	6 Learning on your own
O	O	O	7 Understanding graphic information
O	O	O	8 Using the library
O	O	O	9 Following directions
O	O	O	10 Understanding consumer issues
O	O	O	11 Caring for your own physical and mental health
O	O	O	12 Working cooperatively in a group
O	O	O	13 Organizing your time effectively
O	O	O	14 Recognizing your rights, responsibilities, and privileges as a citizen
O	O	O	15 Planning and carrying out projects
O	O	O	16 Understanding and applying mathematics in your daily activities
O	O	O	17 Understanding different philosophies and cultures
O	O	O	18 Persisting at difficult tasks
O	O	O	19 Defining and solving problems
O	O	O	20 Understanding the roles of people in their environment
O	O	O	21 Leading group efforts
O	O	O	22 Recognizing assumptions and making logical inferences in [illegible]
O	O	O	23 Understanding and appreciating the arts
O	O	O	24 Understanding [illegible]

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SECTION IV—EMPLOYMENT HISTORY

Please respond to the following questions related to your employment since you graduated from this college. Complete **only** the parts of this section that apply to you

PART A: TO BE COMPLETED BY ALL ALUMNI

A WHICH OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE CURRENTLY DOING? (Blacken Only ONE Oval)

- Employed Full Time
- Employed Part Time
- Self-Employed (Farm or Business Owner, etc.)
- Serving in the Armed Forces
- Continuing My Education
- Employed and Continuing My Education
- Caring for a Home/Family
- Unemployed
- Other

PART B: COMPLETE THE FOLLOWING QUESTIONS ONLY IF YOU HAVE EVER HELD A *FULL-TIME* JOB SINCE GRADUATING FROM THIS COLLEGE

B FROM WHICH SOURCE DID YOU LEARN ABOUT THE FIRST JOB YOU HELD AFTER GRADUATING FROM THIS COLLEGE? (Blacken Only ONE Oval)

- College Placement Office
- College Counselor/Adviser
- Faculty at the College
- Parent or Relative
- Newspaper/Trade Publication
- Professional Meeting
- Another Student/Friend
- Recruited by Employer
- Public/Private Employment Agency
- Other

C INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR PROBLEM, MINOR PROBLEM, OR NOT A PROBLEM IN OBTAINING YOUR FIRST JOB AFTER GRADUATION

MAJOR PROBLEM / MINOR PROBLEM / NOT A PROBLEM

- Deciding What I Wanted to Do
- Knowing How to Find Job Openings
- Scheduling Interviews
- Writing a Resume, Vita, or Letter of Introduction
- Finding a Job That Paid Enough
- Completing Job Applications
- Finding a Job for Which I Was Trained
- Finding a Job Where I Wanted to Live
- Finding the Kind of Job I Wanted
- Racism/Sexism/Discrimination

D WHAT WAS YOUR ANNUAL SALARY/INCOME IN THE FIRST JOB YOU HELD AFTER COLLEGE?

- Less than $6,000
- $6,000 to $8,999
- $9,000 to $11,999
- $12,000 to $14,999
- $15,000 to $17,999
- $18,000 to $20,999
- $21,000 to $23,999
- $24,000 to $26,999
- $27,000 to $29,999
- $30,000 to $39,999
- $40,000 to $50,000
- Over $50,000

PART B: CONTINUED

E HOW LONG DID IT TAKE YOU TO OBTAIN YOUR FIRST FULL-TIME JOB AFTER LEAVING THIS COLLEGE?

- Obtained the Job Prior to Leaving College
- Less Than One Month
- 1 to 3 Months
- 4 to 6 Months
- 7 to 12 Months
- Over 12 Months

F INDICATE THE NUMBER OF FULL-TIME JOBS YOU HAVE HELD SINCE LEAVING THIS COLLEGE

- 1
- 2
- 3
- 4
- 5 or More

PART C: COMPLETE THESE QUESTIONS ONLY IF YOU ARE *CURRENTLY UNEMPLOYED*

G INDICATE THE PRIMARY REASON YOU ARE NOW UNEMPLOYED

- Have Been Unable to Find a Full-Time Job Since College
- Was Laid Off by Employer
- Just to Find Another Job
- Health/Personal Reasons
- Do Not Desire Employment at This Time
- Other

H HOW LONG HAVE YOU ACTIVELY BEEN SEEKING EMPLOYMENT?

- Less Than 1 Month
- 1 to 3 Months
- 4 to 6 Months
- 7 to 12 Months
- Over 12 Months

I HAVE YOU SOUGHT HELP FROM THIS COLLEGE'S PLACEMENT OFFICE?

- Yes
- No, But Plan to Seek Help
- No

PART D: COMPLETE THESE QUESTIONS ONLY IF YOU ARE *CURRENTLY EMPLOYED*

J INDICATE YOUR CURRENT OCCUPATION

Use the List of College Majors and Occupational Choices to indicate your current occupation

K WHAT IS YOUR CURRENT ANNUAL SALARY/INCOME?

- Less than $6,000
- $6,000 to $8,999
- $9,000 to $11,999
- $12,000 to $14,999
- $15,000 to $17,999
- $18,000 to $20,999
- $21,000 to $23,999
- $24,000 to $26,999
- $27,000 to $29,999
- $30,000 to $39,999
- $40,000 to $50,000
- Over $50,000

L HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR PRESENT OCCUPATION?

- Very Well
- Adequately
- Poorly
- Not at All

M HOW CLOSELY RELATED IS YOUR CURRENT OCCUPATION TO YOUR MAJOR AT THIS COLLEGE?

- Highly Related
- Moderately Related
- Slightly Related
- Not Related

N DO YOU FEEL YOU ARE CURRENTLY UNDEREMPLOYED?

- Yes
- No

O INDICATE YOUR SATISFACTION WITH THE FOLLOWING ASPECTS OF YOUR PRESENT JOB

	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
Challenge					
Location					
Salary and Benefits					
Advancement Potential					
Working Conditions					
Career Potential					

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SECTION V—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g
h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h
i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i
j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j
k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k
l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l

SECTION VI—MAILING ADDRESSES

PLEASE PRINT YOUR NAME AND CURRENT ADDRESS ON THE LINES PROVIDED BELOW.

First Name MI Maiden Name Last Name

Street Address/P.O. Box

City

State Zip Code

PLEASE PRINT THE NAME AND ADDRESS OF SOMEONE WHO CAN FORWARD MAIL TO YOU, SHOULD YOU MOVE.

Name

Street Address/P.O. Box

City

State Zip Code

PLEASE PRINT YOUR CURRENT BUSINESS ADDRESS ON THE LINES PROVIDED BELOW.

Name of Organization

Street Address/P.O. Box

City

State Zip Code

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

APPENDIX 2

TASK FORCE ON EXCELLENCE, EFFICIENCY AND COMPETITIVENESS

3030 NORTH CENTRAL, SUITE 1414
PHOENIX, ARIZONA 85012
(602) 255-2018

A.J. Pfister
Chairman
James P. Simmons
Vice Chairman

MEMBERS

Laura Banks
Jose Cardenas
David D. Chase
John Driggs
Katie Dusenbury
William A. Franke
Senator Carl Kunasek
Representative Joe Lane
William E. Nelson
Donald Shropshire
Ralph Watkins

Robert MacVicar
Executive Director

Dear University of Arizona Alumnus,

Please become a partner in helping to improve the undergraduate experience at the University of Arizona!! We ask only for a few minutes of your time.

The Arizona Board of Regents has convened a Task Force to perform an objective evaluation of the Arizona Universities. The final report of the Task Force will include recommendations that will promote excellence and efficiency within the universities and competitiveness with peer institutions outside of Arizona. Seven areas of university activity are being targeted, one of which is the quality of undergraduate education.

We are very interested in your opinions about your undergraduate experience at the University of Arizona and urge you to participate in our evaluation efforts by completing and returning the enclosed survey form. A stamped return envelope is enclosed for your convenience. We would also welcome any response in writing that you might wish to make. You need not supply your social security number (Section 1-A). We want to encourage your candid and fearless reply. Please use a soft lead pencil, and do not fold the completed survey instrument.

Don't miss this opportunity to make your opinions count. The information gained will be invaluable, not only to the Task Force, but to the ongoing planning processes of the University as it seeks to improve the quality of the undergraduate experience. If you would like to receive a document summarizing the results of the survey, please enclose your name and address, and I will have one mailed to you.

Sincerely,

A. J. Pfister
Chairman

AJP:jm
Enclosures

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APPENDIX 3

Dear Alumnus,

A REMINDER!!!! If you have not returned the Alumni Survey form you recently received, please do so at your earliest convenience. If you have returned it we thank you.

Sincerely,

A. J. Pfister
Chairman, EEC Task Force